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IX. HISTORY OF SOCIOLOGY AND THE SOCIAL SCIENCES

1. Social Ethics and Social Philosophy

The abstracts and the bibliography in this issue were prepared under the general direction of K. E. Barnhart, by Evelyn Buchan, W. A. Daniel, M. S. Everett, E. T. Hiller, C. Niemi, H. A. Sell, and C. A. Williams, of the Department of Sociology of the University of Chicago.

I. PERSONALITY: THE INDIVIDUAL AND THE PERSON

Social Factors in My Education.—*Home influences:* My family was the greatest factor in dictating my goal and shaping my character. My home discipline has made me dull and pessimistic. Propriety of speech, manners of walking, and deference to elders were taught with the greatest care. I am a devoted worshiper of Confucius because of my home training, and the worship of Confucianism has led me to the worship of education. *School and college:* —At the age of twelve I was sent to a higher primary school in a "happy village" in the mountains. Here I learned to play and to love nature. At fourteen I entered the Tsing Hua College and stayed there for eight years. It is organized according to the principles of modern American education. I received there an intellectual training and a moral and social discipline that has revolutionized my life. I not only increased my interest in scholarship and aversion to politics, but through a student organization, the Confucius Association, I gained a much deeper insight into the doctrine of Confucius, received the most precious social heritage of Chinese civilization, and learned the lesson of co-operation and social service. *John Dewey's lectures:* Through the "Society for the Popularization of Modern Thought" John Dewey gave a series of twenty lectures on the philosophy of education. This was a great social factor in my education. It made me feel most strongly the need of educational reform in China, and strengthened my conviction that I should make education my life-work. It also made the American education more attractive to me. My coming to America and studying at the University of Washington will probably prove to be the greatest social factor in my life.—C. Chun, *School and Society*, XIII (March 26, 1921), 372-78. W. A. D.

The Truly Psychological Behaviorism.—Behavioristic psychology is the study of the animal in reaction on his environment. Two forms must be sharply contrasted. *Extreme behaviorism*, the first form, distinguishes the human animal from non-human animals solely in terms of his type of bodily reactions, denying or ignoring what are known as mental phenomena. The most prominent upholder of radically behavioristic psychology is Professor John B. Watson, and the most systematic presentation of his doctrine is his recent *Psychology from the Standpoint of the Behaviorist*. The real objection to radical behavioristic psychology is that it leaves uninvestigated, or else inadequately analyzed, observed facts which must fall within the field of psychology since admittedly they are not material for physical or physiological science. Further, it fails to reduce to terms of bodily reaction those psychic phenomena of which it takes account. *Modified behavioristic psychology*, the second form, most recently set forth, though not under this title, in Professor H. C. Warren's *Human Psychology* differs from radical behaviorism by regarding the human animal as possessed not only of bodily reactions but of consciousness. The real objection to modified behaviorism is that it too readily identifies consciousness with neural process. With this identification,

however, modified behaviorists fall back to the untenable position of the extremists, involving themselves often in metaphysical considerations beyond the scope of psychological inquiry. *Truly psychological behaviorism as "self-psychology"*: Self-psychology studies the totally integrated individual in the attitudes with which it confronts its environment. It (1) conceives the self as an individual in the behaviorist's sense of the term, (2) takes explicit account of the complex of objects constituting the environment, and (3) conceives behavioristically the relation, consciousness, of self to environment. The individual's relation to environment is not to be identified exclusively with bodily reaction. It consists, in part at least, of "consciousness," which is not a function strictly co-ordinate with bodily response, but a complex of the "attitudes" of individual to environment.—Mary W. Calkins, *Psychological Review*, XXVIII (January, 1921), 1-18.
W. A. D.

II. THE FAMILY

Pensions for Mothers or Aids for Children.—*Not all needy children provided for through mothers' pensions*: Grants of aid to mothers should not be confused with grants of aid primarily for the benefit of children. When the grants of aid for the benefit of children are made as pensions to mothers they are almost certain to be hedged about with restrictions that will exclude some children who are in need, from participation. *Aid for children a state problem*: Granting of relief should not be optional with the county court. The care of a child is a state, and not a county matter. It may have to become a national matter.—Wiley H. Swift, *American Children*, III (May, 1921), 24-26.
W. A. D.

The Adoption of Children.—*Suggestions in England*: A committee appointed in England to confer on legal provision for the adoption of children has recommended that this be more adequately provided and safeguarded. It also recommends amendment of the law to secure the legitimization of children born out of wedlock by the subsequent marriage of the parents.—R. Wilberforce Allen, *Child*, XI (July, 1921), 291-94.
E. B.

Wages According to Family Needs.—*The standard of living in relation to high prices*: Pre-war research in England showed a proportion of one-fifth to one-seventeenth of the population living in poverty due to the inadequacy of the wage received. Furthermore, the resources of the nation cannot be stretched very much; a redistribution seems the only solution. *Size of family as basis*: The supposed normal family of five represents only 8.8 per cent of men workers; only 48.3 per cent over twenty years have dependent children; 27 per cent are bachelors or childless widowers; 24.7 per cent married without dependent children; and 10 per cent have more than three. The five-member-family wage standard is not fair. *A proposed solution*: In New South Wales the Board of Trade is required to declare annually a minimum wage based on the current cost of living. Wages are fixed for each industry on this basis. The Maintenance of Children bill, not yet a law, bases the minimum on the needs of man and wife; calculation of the cost of a child's maintenance to be made, on which as a basis each employer would pay his share into a central state fund, which in turn would make an allowance for each child. *Defects*: By this arrangement, women might be underpaid and bachelors overpaid, and employers using chiefly men overburdened. If the scheme could be simplified by using the same standard for women as for men, there would still be drawbacks; 10 per cent would still be below the line, and the level for the others would be merely of "minimum physical subsistence." The community should therefore be alert to find a more adequate means of raising the standard.—Eleanor Rathbone, *Hibbert Journal*, XIX (July, 1921), 712-23.
E. B.

III. PEOPLES AND CULTURAL GROUPS

The Social Organization of the Kwakiutl.—*Tribal organization*: A Kwakiutl tribal unit is not clearly distinguishable except in so far as it appears as an effect of the congregation at one place of a number of local units. There are a number of cases in which the relations between certain divisions of a tribe are explained by tradition.

The Kwagul proper consist of four sub-tribes, each being divided into a number of sub-divisions which are the fundamental social units. *Mythological interrelations of the tribal divisions*: In the conception of the Indians the tribe consists of a number of divisions, each of which is derived from one ancestor, but which includes also individuals of different descent who at an early time joined the ancestor. *The solidarity of the tribe*: The stability of tribes is primarily due to the fact that the tribal units have fairly definite functions distinct from the functions of the tribal divisions. These appear particularly in formal gatherings in which the tribes are arranged in rank, and in which furthermore, definite tribes are matched.—Franz Boas, *American Anthropology*, XXII (April-June, 1920), 111-26.
W. A. D.

Totem and Taboo: An Ethnologic Psychoanalysis.—*Freud's theory of taboo*: The two oldest and most important taboos of mankind are: (1) not to kill the totem animal, and (2) to avoid sexual intercourse with totem companions of the other sex. This statement taken from Freud is only a part of the main thesis of his book on Totem and Taboo, viz., "that the beginnings of religion, ethics, society, and art meet in the Oedipus complex." Many important challenges of fact or interpretation will occur to every careful reader of the book. *Psychological interpretation in anthropology*: Cultural anthropology, however, can never ultimately free itself, nor should it wish to, from the psychology that underlies it. The correspondence between taboo customs and "compulsion neuroses" are unquestionable. Of similar significance is the strange combination of mourning for the dead, with the fear of them, and taboos against them.—A. L. Kroeber, *American Anthropology*, XXII (January-March, 1920), 48-55.
W. A. D.

Opportunities for Co-ordination in Anthropological and Psychological Research.—*Interdependence of anthropology and psychology*: The common tendency of the two sciences to study men and their performances brings them into direct contact at many points where a full interpretation of the results obtained in the pursuit of one science depends upon the insight obtained in the other. The common objective is the study of human groups—racial, cultural, and mental. *Americanisation as a problem of culture*: To attack a problem of culture successfully requires the application of the technic both of the psychologist and the anthropologist. Such a problem occurs in an attempt to bring about the complete adoption of our culture on the part of immigrants of different cultures as is the case with "Americanization." Clark Wissler, *American Anthropology*, XXII (January-March, 1920), 1-12.
W. A. D.

The American Jew: His Problems and His Psychology.—*Immigrant heritages and the second generation*: The greatest task which confronts American Jewry is the problem of the younger people among our immigrant population. The crux of the situation in American Israel is the heart-breaking effort to remain loyal to its heritage in the maelstrom of an environment that it does not yet completely understand, and which as yet does not completely understand it. *A nationality but not a nation*: The Jews are not a nation; many Jews of the world are opposed to the creation of a Jewish nation. But the Jews are a nationality, because they have a consciousness of peoplehood and the spiritual background of a people—a common past, a common history, common sacrifice and suffering, the same language and literature, a common hope and ideal, and a common faith.—Morris S. Lazaron, *Journal of Religion*, I (July, 1921), 378-90.
W. A. D.

Future Immigration.—*Present United States law*: The new law, limiting immigration to 3 per cent of the number recorded under the 1910 census, marks a new era in immigration legislation. It places immigration on a wholly economic basis. This modification of American tradition and law is the culmination of profound changes which have been taking place almost unnoted in our American life. The war has set not only the United States thinking more seriously about immigration but European countries as well. Many European countries are discontinuing their pre-war immigration policies in favor of a policy more definitely controlled and directed for their military and economic interests. *International co-operation*: Conditions have so changed that

the European attitude on this subject is tending toward international co-operation to preclude the waste and exploitation inherent in an immigration based upon individual impulse and initiative.—Frances Kellor, *North American Review*, CXIV (July, 1921), 13-20. W. A. D.

Colonial Life in Spanish America.—*Characteristics:* Life in Spanish America during the colonial period is marked by these characteristics: an unrestricted tyranny in respect of the indigenes; indifference and contempt toward the creoles; commercial isolation, restrictions, and hindrances placed upon the introduction of learning, as is proven by the efforts of the prominent men of the period to overcome the hostility of the environment in their struggle for advancement; the ignorance of the masses; and religious fanaticism.—Editorial, *Inter-America*, IV (February, 1921), 194-201. W. A. D.

IV. CONFLICT AND ACCOMMODATION GROUPS

League of Nations Movement in Japan.—*Its purpose:* Japan's League of Nations Association has the purpose of carrying the spirit of the League of Nations into practical effect. It represents the people. *Its program:* Research, public meetings, publicity, and maintenance of relations with similar bodies are included in its activities. It is regarded as the pivot of future peace movements. It has practiced caution, doing nothing spectacular, but will presently begin to show appreciable results.—Anonymous, *Japan Review*, V (July, 1921), 166-68. E. B.

V. COMMUNITIES AND TERRITORIAL GROUPS

A Symposium: Rural Child Labor.—*Causes of rural child labor:* Where single-crop farming is practiced, where boom conditions obtain, and where agriculture is changing and fluctuating, the labor supply at certain stages is strained to the breaking point so that unusual stress is placed on all members of the community in order to meet the demand. It is usually under such conditions that child labor in agriculture reaches its unfortunate expression and the conditions of home and school life become so completely unsatisfactory as to warrant public interference. *Tenancy and child labor:* In the past the assumption has been that our agriculture was carried on by farm owners. But more than half of the families who live on the land and do the work on the farms are either tenants or farm laborers. They or their children ought to be the farm owners of the future. Farm organizations must present as solid a front against child exploitation on the farm as does organized labor against child labor in other industries before rural communities will insist that their children shall not be deprived of the opportunities of childhood because of overwork. *Economic prosperity and child welfare:* Moreover, there is a distinct gain for child labor reform wherever farmers succeed in their organized effort to achieve or to increase economic prosperity, for the welfare of farm children depends largely on the economic condition of their parents. It depends also on standards and ideals of individual and community living, and where these standards are high, the consideration given to children and to their health, play, and schooling is greater than elsewhere, there is less child labor.—*American Children*, III (May, 1921), 33-45. W. A. D.

A Survey of Farm Homes.—*Tenancy and tenure:* A survey of ninety-one rural families in St. Joseph County, Michigan, disclosed seventy-two owners and nineteen tenants; 52 per cent had lived in the locality at least twenty-five years, and 8 per cent less than five years. *Living conditions:* On the average there was one person to every two rooms, and 4.1 persons per family. Adequate household conveniences were present in but few cases. 89 per cent had driven wells and cisterns. But disposal of waste was inadequate. *Health:* The average time lost per family per year through illness amounted to 38.8 days, or ten days per person. *Working Day:* Women averaged over thirteen hours in summer and ten in winter, with little leisure. *Income and expenditures:* The total average expenditure was \$300, or \$60 more than the sale of poultry, eggs, and dairy products would cover. Thus 80 per cent of these expenditures were met by household activities. *Social and community life:* There was little effort to

regulate recreation in the home, though families visited one another, and great indifference to community improvements.—Ilena M. Bailey and Melissa Farrell Snyder, *Journal of Home Economics*, XIII (August, 1921), 346–56. E. B.

VI. SOCIAL INSTITUTIONS

The Meaning of Police Power.—The police power inheres in the state for the protection of its citizens, and its exercise carries with it no duty of compensation. A state may interfere with proprietary rights for the sake of safety, health, morals, and order of the community. The Supreme Court has annexed to the jurisdiction of the police-power the vast field of “public welfare”—not merely physical and moral, but economic.—Charles Kellogg Burdick, *North American Review*, CXIV (August, 1921), 158–65. W. A. D.

VII. SOCIAL SCIENCE AND THE SOCIAL PROCESS

Social Science in the Schools.—*Survey of American high schools:* Statistics furnished by the National Committee for Teaching Citizenship give the following data concerning the work now being done in American schools along the lines of social science teaching. *Current events and civics:* Of 5,054 schools, 70 per cent are giving courses in “current events”; 95 per cent of the schools reported above give courses in civics. More than half of these are teaching an old type of civics which deals primarily with the mechanisms and legalisms of government and the structure of the constitution. Less than 50 per cent of American high schools are included in the list of schools reported, and less than 50 per cent are giving courses of a modern, positive, constructive sort. *Economics and sociology:* Of the total number of schools reporting as given above, but 36 per cent teach anything that can be called economics. Some 431 schools out of the total of 5,054 reported classes in sociology. A further investigation, however, showed that no more than 255 high schools are teaching courses that are truly in the field of sociology. About 48 per cent of the total number reporting teach the “new type of civics,” economics, sociology, or miscellaneous social study.—Joseph K. Hart, *The Survey*, XLVI (August 16, 1921), 516–18. C. N.

Helping Workers to Think.—*The Labor College, an experiment in Baltimore:* grew out of informal Americanization classes. Its students were recruited chiefly from the Amalgamated Clothing Workers, while the American Federation of Labor failed to co-operate. University professors did not enter into the spirit of the undertaking, and so other citizens became the instructors. Classes were not large, and were characterized by informality, exchange of ideas in discussion, democratic attitude of instructors, and purely voluntary participation and attendance.—Broadus Mitchell, *Educational Review*, LXI (May, 1921), 389–98. E. B.

Should the Schools Teach Labor Problems?—The schools are not preparing children for control of economic situations. They are afraid, and pursue the ostrich method. Teachers are not prepared, but may become so. Children can understand industrial problems, as experiments prove. Radicalism, indiscretion, bias, and dogmatism need to be avoided. An intelligent program would offset our dependence on prejudiced sources of information.—John M. Brewer, *Educational Review*, LXI (May, 1921), 399–409. E. B.

The Evolution of Workers' Education.—*The education of the worker:* The common school sprang partly from the demand of wage-earners. The new education for workers meets the need for greater informality and democracy. *The Labor College and adult education:* Its object is (1) training for leadership in trade unions, (2) social education for the best of rank and file, and (3) mass education. Labor colleges in the United States began about ten years after those in England.—Frank V. Anderson, *Educational Review*, LXI (May, 1921), 384–88. E. B.

Vocational Guidance and Education.—*Stages in development:* The vocational guidance movement in this country has passed through the pioneering, propaganda,

and experimental stages, and is now soberly taking stock. *Conflict of theories:* Importance of placement is emphasized by some; preparation by others. Such disagreement is an indication of healthy activity, leading perhaps to constructive effort. *Function:* Vocational education provides definite training fitting a person for a vocation. Guidance helps the individual to choose, prepare for, and enter an occupation. *Misconceptions:* The tendency to emphasize only particular jobs must be overcome. Again, "vocation," contrary to popular thought, includes all kinds and grades of occupations. *Time needed:* While direction seems most needed in the crises of placing, it is just as greatly needed in preparing children in advance.—Arthur J. Jones, *Educational Review*, LXI (July, 1921), 10-21. E. B.

The Entrance of Industry into Education.—The family, church, and state have been sharing the responsibility for education. Now industry is taking part of the burden. *Apprenticeship:* Industry's first steps in the educational field were in the form of apprenticeship. The General Electric Company uses it to train in the technique of its manufacturing. The Ford philosophy prefers to build men first, technicians second. *Institutes:* The Goodyear Tire and Rubber Company operates a series of classes during the day, with hours so arranged that any man can attend, regardless of working hours. It includes an Americanization division. *Relation to colleges:* Carried to its logical conclusion, such organization of commercial training should relieve the congestion in university technical courses.—James R. Withrow, *Educational Review*, LXI (May, 1921), 369-80. E. B.

Aims and Methods of Vocational Guidance.—*Characteristically democratic:* An autocratic government trains its workers for docility; a democratic, for the good of the whole number. *Vocational guidance inevitable:* Children are constantly bombarded with stimuli from numerous sources forcing them to make vocational decisions. *Method of guidance:* The school must: (1, discover and try out abilities (Extension of school activities will aid in this); (2) study opportunities and problems of the occupational world (Teachers will need fearlessness to face economic problems arising in this connection); (3) assist in choosing vocation (Choice may be based on the number of occupations of interest to a child); (4) prepare for the occupation (Education on a part-time basis seems preferable); (5) defer the time of beginning work as long as possible (A large number of children leaving school do so because school does not satisfy them); (6) when they do leave and start to work, employer, school, and fellow-workers should help them to make the necessary adjustments and secure promotions.—John M. Brewer, *Educational Review*, LXII (June, 1921), 22-33. E. B.

Religious and Other Ecstasies.—*Purely physiological non-religious ecstasies:* Epileptic auræ show the following features: (1) the total absence of a causal conscious factor; (2) the aura comes suddenly and unexpectedly; (3) it brings with it a sense of illumination, of revelation; (4) the experience is at times so wonderful that the most extravagant description seems to the subject to fall short of the reality. *Non-religious ecstasies with conscious stimuli:* In these instances some conscious activity, sometimes regarded as the sufficient cause, precedes the ecstasy. In fact, however, the conscious activity (perception, idea, etc.) plays rather the rôle of an occasion, as, for instance, of a spark that explodes a train of powder. Every normal emotional experience (but not only those) is dependent upon these two factors: a stimulus in the form of a perception or other mental process, and an organic disposition set into activity, by the stimulus. *Religious ecstasies:* Religious ecstasies possess the essential traits of non-religious ecstasies but take place under conditions favoring a religious interpretation. The more common of these conditions is an antecedent belief in the divine origin of ecstasy; or, at least in a God who can manifest himself in man. When to that belief is added a desire or an expectation of entering into a blessed relation with God, the probability of a divine interpretation being put upon ecstasy is very greatly increased.—James H. Leuba, *Journal of Religion*, I (July, 1921), 391-403. W. A. D.

Athenian Religious and Moral Training.—There was little or no religious training in Athens, if by religious training we mean instruction in religion disassociated from other studies and activities. Viewed, however, from the standpoint of the unity of

Greek life, and from the manner in which religious rites and moral standards and ideals were associated with all activities, both within and without the school, it may be asserted with equal truth that all activities and institutions were sources of religious and moral stimuli and consequently fundamentally educative in two fields. Forms of worship and moral ideals were interwoven so harmoniously with all that went on in home, school, or public life, that no special provision for training in either religion or morals was felt to be necessary.—Fletcher H. Swift, *The Open Court*, XXXV (June, 1921), 321-38; *ibid.* (July, 1921), 385-405. W. A. D.

Revivalism as a Phase of Frontier Life.—*Revivalism is distinctly American.* Revivalism has been one of the outstanding features of American Protestantism. For almost two hundred years it has been revivalism more than any other phenomenon that has supplied the landmarks in our religious history—the undulations, upheavals, points of departure, and lines of continuity. In the lengthy career of European Christianity, nothing appears corresponding to the revivalistic emphasis of America. As characteristic and distinctive of American religious life, revivalism must be traceable to certain features peculiar to the environment in which the American church has been called to function. *Origin and extension of revivalism:* In endeavoring to ascertain just what these functions were, one is immediately disposed to look into the history of the Northampton church, the historic founthead of periodic awakenings. During the long pastorate of Stoddard, seasons of refreshing were a recurrent feature. The Calvinistic message of his successor, Jonathan Edwards, addressed as it was to people who, for almost a century, had been in periodic dread of exhausted food supplies or Indian attack, created a profound impression. Frontier life has offered an extremely limited range of interests. The settler's mind was liable to be completely dominated by whatever ideas he chanced to meet. Thus the camp-meeting established itself in the frontier communities and later extended into the highly socialized regions. Churches in every section of the country seemed to discern in this institution the means of propaganda suited to their several constituencies. In this way the habit of special meetings was incurred, and the spontaneous awakenings of the colonial period found their counterpart in the strained, conventional, periodic revivals of the first half of the nineteenth century.—Peter G. Mode, *Journal of Religion*, I (July, 1921), 337-54. W. A. D.

The Present State of the Study of Politics.—*Statement of the problems:* The chief problem of the modern political scientist results from the inadequacy of political data. There is neither fund nor personnel available for extended surveys of many important fields regarding which politics should speak with some authority. Further, the mass of information, analysis, conclusion, tentative and dogmatic, accumulated by the professional students of politics should be more fully known. Finally, the methods of politics are constantly in need of scrutiny and revision in order to avoid falling into a category that is neither scientific science nor practical politics. We have not yet fitted the possibilities of statistical observation to the growth of the study of politics. *Necessary extension in scope:* A more basic study of measurable and comparable political reactions, of their strength and limitations, of their possibilities of adaptation and constructive organization, may help to solve the problems of: (1) preliminary political education, (2) public education in the larger sense, (3) local political co-ordination and organization, and (4) scientific technology. *Suggestions for improvement:* (1) more adequate equipment for collection and analysis of political material; (2) more adequate organization of the political prudence of our profession; (3) broader use of the instruments of social observation; (4) more adequate organization of our technical research, and its co-ordination with allied fields of inquiry.—Charles E. Merriam, *American Political Science Review*, XV (May, 1921), 173-85. W. A. D.

Reforming the Modern State: The Individual and the Group.—Usually the advocate of greatness or efficiency in the state has a pet theory or doctrine of his own, and all that his plea or argument amounts to is that, if the state will kindly consent to reorganize itself on the particular basis proposed by him, or her, it will shed all its faults and vices and become great and efficient. No evolutionist can take such

pseudo-science seriously. It serves no useful purpose to talk vaguely about "the state." Reformers should consider and discuss voters, electors, average men and women, and the politicians, legislators, and diplomats whom these men and women choose to act for and in the name of the state.—Victor Yarros, *The Open Court*, XXV (July, 1921), 430-37. W. A. D.

VIII. METHODS OF INVESTIGATION

An Analysis of Intelligence Scores, Otis Scale.—Testing in a school in Edmonton, Alberta, Canada, brought interesting results. When two children of widely different ages and grades make the same score, it follows that one has inherited greater mental capacity. Otis calls this "brightness," and the degree of mental development, regardless of age, "intelligence." Intelligence increases with age, but brightness remains fixed. *Measures of brightness:* The normal child is one whose score just exceeds 50 per cent of the scores of all children of his age. The index of brightness is derived by adding to or subtracting from 100 the amount by which his score varies from the norm. *Range of mentality:* The enormous range appearing in the degree of mental development in each class indicates an injustice in treatment of pupils. Pupils of any given age show great range in ability. There is a low correlation between age and score. In any given class dullness is largely compensated for in older pupils by greater age. The falling away in brightness of the older children in a grade is marked. *Overlapping between grades:* There is much overlapping of mental ability in the grades. Eight children in the fourth had a level of intelligence in most cases higher than thirty-three in the fifth, twenty-two in the sixth, twenty-one in the seventh, and four in the eighth. *Value of testing:* By such careful classification, present inconsistencies and injustices could be eliminated.—C. Sansom, *School*, IX (May, 1921), 635-45. E. B.

Reconstruction in Mental Tests.—The need for a change in mental-test theory and mental-test methods is evident. The need is for a clarification of the concepts and hypotheses underlying the mental-test field. The present desire to revise our statistical technique to conform with mental testing not as a *descriptive*, but as a *technical* science is to be deplored for three reasons: (1) It encourages the use of innumerable methods, faulty or merely expedient, which cannot be genuinely productive in a scientific sense. (2) It results in a tendency to ignore the necessity for analysis, and for the isolation of variable factors in connection with a test problem. (3) It limits the possibility of significant contributions to psychological science from the mental-test field. The most productive reconstruction in the mental-test field will be the one that will give us more light on the general problems of mental adjustment.—Beardsley Ruml, *Journal of Philosophy*, XVIII (March, 1921), 181-85. W. A. D.

A Survey of Musical Talent in the Public Schools.—*A psychological test:* The time is fast approaching when there will be no excuse for any child passing through the grades, even, without the teacher, parents, and the child itself knowing fairly definitely its peculiar cultural or other possibilities. Children are not born destined to distinction in the popular sense but they are born with special potentialities for distinction which must be given opportunity for development. The presence or absence of any extraordinary abilities may be discovered through the application of psychological tests for individual differences. *Purpose of the survey:* The object of the survey of musical talent in the public schools is to formulate "scientific means of analysing and evaluating special abilities in musical talent: by establishing norms for fifth- and eighth-grade children; by standardizing methods, apparatus, and technique for group procedure in schools; by presenting fundamental principles for discovering musical talent and conserving musical capacity; and by developing a science of vocational and avocational guidance within this field. *Method of the survey:* If the musical instructor or other teacher is capable and equipped, the tests may be made along with the course of instruction with a minimum of interruption. Special phonograph records are provided to gauge the pupil's sense of pitch, intensity, time, consonance, and tonal memory. The pupil is then graded on these points and in brightness, singing, rhythm, and amount of training. The findings are recorded for guidance of the teacher and parents.—Carl E. Seashore, University of Iowa, *Studies in Child Welfare*, I, No. 2, 1920. C. A. W.

National Health Insurance and the Medical Profession.—*National health insurance failed in England:* As tried in England, national health insurance so far has failed to show any improvement in conditions of health and dependence as they existed among the working poor previously under the old Poor Laws. It is neglecting the preventive side of the health problem. The general death rate has not been lowered in four years under the new system. Deaths from tuberculosis have actually increased. It has a tendency to pauperize the laboring class. *Effect of national health insurance on the medical profession:* National health insurance is hopelessly dividing the medical profession into two hostile, at least non-co-operating groups, the panel and the non-panel physicians. The medical men have been forced into defensive politics and their profession is being reduced to the rank of a trade. It is possible that a sort of doctors' union may be the result and the strike be resorted to in the future. Efficiency is impossible because of the parsimonious economy with which the government is undertaking to operate the system. *Effect on the individual practitioner:* The medical fraternity as a whole feels that national health insurance is another long step toward, and in itself is a form of, state socialism. It puts a premium on mediocrity and graft in the less ambitious of the profession by guaranteeing them a fixed income and putting them in the rank of petty government officials. For the more aspiring physician who would on his own account pursue a constructive program of medicine there is but little encouragement left for individual initiative. If America must have some form of national health insurance it is to be hoped that she will weigh well the failure of Great Britain's plan and profit by the mistakes made there.—Frederick L. Hoffman, *Prudential Press*, Newark, N.J., 1920. C. A. W.

Public Health Education and Mental Hygiene.—To bring the problems of mental hygiene under control it is necessary (1) that such facilities for the study of social individuals as exist be made more accessible; (2) that the facilities for the study of social individuals be very greatly increased; and (3) that the facilities for training those who are to undertake the study of the social individuals be increased.—Frankwood E. Williams, *American Journal of Public Health*, II (May, 1921), 420-24. W. A. D.

Social Aspect of Mental Defect.—Mental defects must be studied in terms of personality and not viewed simply as intellectual deficiencies. Physicians, teachers, and social workers need much more training in pathological and normal psychology. Hospital and clinical facilities for the diagnosis and care of mental troubles are absurdly inadequate throughout the country. The field for psychiatric service needs to be recognized more seriously by courts of justice, penal institutions, relief agencies, and the general public.—Harold W. Wright, *American Journal of Public Health*, II (May, 1921), 431-34. W. A. D.

Child Labor and Mental Hygiene.—The abolition of child labor and the establishment of its substitutes, particularly suitable schooling, suitable play, and suitable work, is a task of mental hygiene. Child labor constitutes a repressive environment. *Child labor and nervous disorders:* Since child labor is defectively motivated work—that is done with psychic friction—it probably leads directly to nervous disturbance and disorder, as well as indirectly through the fatigue it occasions.—Raymond G. Fuller, *American Children*, III (May, 1921), 80-84. W. A. D.

Mentally Defective and Retarded Children in Institutions.—*Present mental tests for defective and retarded children are inefficient:* The Mental Deficiency Act of 1913 in England provides that local educational authorities shall notify authorities under the act of children who should not be in school but should have guardianship or institutional care. *Suggested care for children:* Mentally retarded children might be cared for by boarding out, by placement in homes with normal children, and by placement in institutions, under trained supervision. Association with normal children is advisable wherever possible. Every institution should be prepared to deal individually with every mentally exceptional child in its care.—T. N. Kelynack, *Child*, XI (July, 1921), 295-301. E. B.

The Children of Missionaries.—*Higher death rate in China than Japan:* A questionnaire was sent to over 2200 missionary families in China. The facts tabulated on 1300 returns show a mortality for children which is 50 per cent above the corresponding figure for Japan. *Role of infectious diseases:* Most of the deaths occur in the period between six months and five years, and are due to infectious diseases. The church needs to recognize the economy of raising this health standard.—William G. Lennox, *Child*, XI (August, 1921), 321-24. E. B.

Infant-Welfare Work in Europe.—*The nations becoming concerned:* Even before the world-war civilized nations generally had come to realize that one of the best indexes to the future strength of the state was to be found in the record of births and deaths of its babies. Only recently have the nations abandoned the laissez-faire policy in regard to child welfare. It is no longer left to the individual family or voluntary agencies. For the belligerent nations this interest in infant welfare was intensified as they saw their supply of young men dwindling as the war continued. *A change of program:* A more positive policy has been adopted by all the nations in their attempts to solve the problem. They are as much or even more concerned with removing the causes of infant mortality and defective children as they are with saving those already born. *The mother:* More attention is given to the education, care, and support of the mother. The right of the child to be well born is best guaranteed by protecting the health of the mother. *Methods:* Centers are opened where expectant mothers may come for examination and advice. Home-visiting and prenatal care of mothers is arranged for in other places. Special attention is being given to the training and compensation of midwives. Adequate lying-in accommodations are provided. Mothers are instructed in pre- and post-natal care of themselves and their babies. Some form of financial aid is provided where necessary, either in nourishing food or a pension. *The child:* Infant-welfare centers are opened where the children can be brought regularly for examination, to be weighed, for wholesome food, or to be left with the day nursery in case the mother has to work.—Nettie McGill, U.S. Department of Labor, Children's Bureau, *Publication No. 76*, 1921. C. A. W.

IX. HISTORY OF SOCIOLOGY AND THE SOCIAL SCIENCES

The Sociological Schools of Comte and Leplay.—*Auguste Comte's school:* He laid emphasis on the historic position, the influence of time, and thus his chief method was that of historic filiation; it was inductive method. Comte classified social forces into spiritual and temporal, the former being represented in a further subdivision by intellectuals and emotionals, and the latter by chiefs and people. But more vital is his classification of the sciences and the history of their growth in the modern world. Once they had reached a certain development, the advance in each generation depended primarily on the position reached in the preceding period. That gave the growing point from which the next advanced. *Leplay's school:* His method likewise was inductive. Leplay showed that the terrestrial environment did not act directly but indirectly through the kind of industry which it imposed, and that the form of the family and the institutions springing therefrom, depended on the industrial organization. The fundamental divergence of the two great sociologists is that one deals especially with the factor most powerful in early development, the other with that most powerful in the latter. Thus, both are needed for a complete study of social science, but for the modern world the historic method is more important.—S. H. Swinny, *The Sociological Review*, XIII (April, 1921), 68-74. C. N.

On the Development of Sociology in Relation to the Theory of Progress.—*The culture of the eighteenth century:* The dominant characteristic of the culture during this age was a conception of civilization as something absolute, unique, and abstract. The temper of the eighteenth-century enlightenment survived into the nineteenth century, and provided the main doctrinal foundation for the creed of liberalism. *The nineteenth-century theories:* The theories of progress were elaborated by Buckle in 1856, by Karl Marx in 1867, and by Herbert Spencer between 1851 and 1876. It was the latter who brought the idea of social progress systematically into relation with a general

theory of evolution, and treated it as the culminating branch of a universal development, physical, organic, social. But all these theories were biased by one-sided externalism in their attitude to history. To Buckle and Spencer civilization was a state of material well-being; and the greater spiritual currents that historically have molded the higher civilizations were either neglected by them or else were treated as retarding or distorting forces of the normal development of society. *Beginnings of sociological science*: During the second and third quarters of the nineteenth century in France the foundations of sociology were laid for the first time. The post-revolutionary period, the foreign influences of Lessing, Herder, Fichte, Hegel, and Vico stimulated intellectual activity. St. Simon, Comte, and Condorcet combined past and present as one phase in the secular evolution of humanity. Frederick Leplay was the first to bring social science into touch with the concrete bases of human life. By the observation of simplest forms of life in their natural economic relations Leplay and his school arrived at a clear conception of the natural region, as the mother and nurse of every primary group social type.—Christopher Dawson, *The Sociological Review*, XIII (April, 1921), 75-83. C. N.

Synopsis of the History of Argentine Social Ideas.—*Spanish influence*: The culmination of the thought of Spanish scholasticism is found in the works of the eminent Jesuit, Francisco Suarez (1548-1617), whose teaching stood out for some time in the Universidad de Cordoba during the colonial period, and which came to be the synthesis of the Jesuitic philosophy and the highest expression of Spanish metaphysics. Catholic scholasticism dominated Argentina in the colonial period. *The spirit of the universality* (1613-1808): In the evolution of the Universidad de Cordoba, two well-defined periods may be distinguished: one of them, the Jesuitic period, during which Gorriti and Funes imparted a tendency toward freedom from the classic, traditionalistic, and theological spirit that had prevailed; and the other the Franciscan period, during which there appeared the innovating tendency faithful to the postulates of the Encyclopedia—which had effected the Argentine revolution—that is, the one symbolized by Mariano Moreno and Bernardo Monteagudo. *French influence*: The influence of French thought reappeared in the work of Echeverria (1805-51), who founded an association to work for the intellectual emancipation of the country. *The Positivists*: The books of Alberdi, sociologist, Sarmiento, philosopher, Lopez, historian, and Estrada, philosopher of history, made marked innovations in the direction of individualism and deserve respectable places in the evolution of the national thought.—Raul A. Orgaz, *Inter-America*, IV (April, 1921), 228-39. W. A. D.

Morality and Democracy.—*The formal vs. the moral significance of democracy*: The notion of democracy is a formal and abstract notion. It means: the people governing itself. The expression possesses a serious and lofty significance only when understood in its moral acceptance. *Democracy and the democratic spirit*: Democracy, if it is to be worthy of its classic renown, presupposes the democratic spirit. Form is nothing apart from substance; external freedom, absence of restraint, is beneficial and permissible only in so far as he who enjoys it is amenable to the moral freedom of soul and anxious to possess it.—Emile Boutroux, *North American Review*, CCXIV (August, 1921), 166-76. W. A. D.

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